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| **Learning Goal**  What do you want students to know and be able to do?  **S**pecific  **M**easurable  **A**ppropriate  **R**ealistic  **T**ime Limited | **STANDARDS:** What do you want students to know and be able to do?  *Points to consider:* Is the goal ambitious, yet realistic, for the grade level? | | | |
| **Big Idea:** Students will demonstrate notational literacy in music.  **Standard(s):** Standard 1, Objective 3   1. “Count and finger” through unfamiliar exercises or pieces individually and with the ensemble. 2. “Spell and finger” (say note names while fingering the notes) through unfamiliar short exercises or pieces individually and with the ensemble. 3. Correctly explain all standard notation symbols in instrumental music. 4. Perform simple unfamiliar short exercises and pieces observing all appropriate signs, symbols, and terms both individually and with various ensembles.   **Student Learning Goal:**  Students will perform a musical excerpt that includes basic rhythmic figures, varied pitches and simple notational symbols at a proficient level by the end of the school year.  **Time Span for SLO Cycle:** One school year. | | | |
| **Assessment**  How will you evaluate each student’s understanding and achievement? | **Starting Point:** How will you evaluate each student’s depth of understanding and achievement before the instruction?  Using the provided [rubric](https://webertube.com/download.php?key=7166403aeec320f149d8), teachers will assess each student on a musical excerpt during the first six weeks of the school year. It is recommended that the difficulty of the excerpt be selected based on end-of-year proficiency goals. Note: for the initial assessment, students should be graded on a participation score in the grade book, but rubric scores should be recorded as the baseline. | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?  Ideas include:   * student self-assessments using rubric * think pair share activity focusing on one category of the rubric * rhythm exercises during warm up routine * articulation exercises during warm up routine * count and finger/clap | | | |
| **Expected Targets:** How will you evaluate each student’s depth of understanding at the conclusion? What are various ways students may demonstrate their understanding and achievement?  Using the Notational Literacy  [rubric](https://webertube.com/download.php?key=7166403aeec320f149d8), teachers will assess students as they perform a musical excerpt at the end of the school year. Student assessment scores will be compared to the pre-assessment scores from the beginning of the school year. Students may demonstrate their understanding by performing various pieces of music. | | | |
| **Learning Target(s)** | | | |
| **Level** | **Baseline Data** | **Expected Target(s)** | **Outcome Data** |
| **Highly Proficient**  (13-15 points) |  |  |  |
| **Proficient**  (10-12 points) |  |  |  |
| **Approaching Proficiency**  (6-9 points) |  |  |  |
| **Below Proficient**  (1-5 points) |  |  |  |
| **Curriculum & Instruction**  What learning experiences and teaching strategies best promote understanding and achievement?  Consider:   * whole group * small group * partner * individual * collaborative experiences | Describe the instructional strategies you will use to achieve the desired outcome. *Points to consider: As you integrate multiple standards, how are you using a variety of experiences and incorporating diverse resources, media and formats to support student learning?*  Ideas:   * lesson on note and rest values * rhythm stick activity * note identification (musictheory.net) * dynamics as numerical volume controls * relate music to language * teacher/student demonstrations | | | |
| How will you ensure productive collaborative learning experiences that promote both individual and group engagement and accountability? *Points to consider: How will you ensure that all students develop a deep understanding of the desired outcome(s) and increase their abilities to apply and extend knowledge in meaningful ways?*  Ideas:   * class assessment using rubric * rubric assessment utilized during small sectionals * self-evaluation/reflection activity * think, pair, share activity | | | |
| **Differentiation**  How will you respond to differing levels of understanding and achievement throughout the learning cycle? | How will you provide additional instructional support for students who don’t understand?  Ideas:   * peer tutoring * additional teacher tutoring * online tools (musictheory.net) | | | |
| How will you extend or deepen learning for students who are already proficient?  Ideas:   * provide upper-level musical excerpts * faster tempo challenges * ask students to create rhythm exercise for class | | | |
| **Reflection and Data Analysis**  How will evidence of student understanding and achievement be used to drive instructional decisions? | **Based on your SLO data** | | | |
| What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept? | | | |
| What does your SLO data tell you about each subgroup (low, average, high) and their achievement and growth? | | | |
| What changes could be made to your instructional practice to address the needs of all (low, average, high) students? | | | |